

UNIVERSITY OF MYSORE

Notification No. 16417, dated 13--16th December 1939.

The following revised detailed course of study for the B. T. Degree Examination is published for information. This will be effective from the academic year 1940-41.

(General Secretary's Letter No. E. 1996—Uni 121-39-2, dated the 11th December 1939).

Detailed Course of study for the B. T. Degree Examination.

1. Principles of Education—as in page 284 of Vol. I of Calendar for 1938-39.
2. Educational Psychology including Mental and Educational Measurements—as in page 285 of Vol. I of the Calendar for 1938-39.
3. Methods.—

I. General Principles of Method.

- (1) The meaning of Method, broad and narrow.
- (2) The process of teaching; General principles of teaching and learning.
- (3) The planning of Instruction: Teaching units; Lesson plans and notes of lessons.
- (4) The Methods of Instruction. The maxims of method; their uses and limitations. Different types of lessons and their applicability to class room teaching.
- (5) Devices of Teaching: Text-books, their uses and abuses. Collateral reading. Questions and Answers. Examinations. Illustrations. Note books.

II. Special Methods.

A. English (Compulsory).—

1. Language in human life. General Principles of teaching and learning languages.
2. Ancient and Modern languages. Mother-tongue and foreign tongue—Principles applicable to their teaching.
3. Aims of language teaching:
 - (1) Comprehension.
 - (2) Expression.
 - (3) Appreciation—linguistic and aesthetic.
4. The language problem in India. Position of Modern Indian languages and of English.
5. Methods of teaching:
 - (1) Direct Method;
 - (2) Translation Method;
 - (3) Comparative Method;
 - (4) West's New Method.
6. Teaching of Reading, Handwriting, Spelling, Grammar and Composition.
7. Teaching of English prose and poetry, Cultivation of understanding and appreciation.

B. English (Optional).—

1. Phonetics, Reading and writing of phonetic matter. Speech training.
2. Rhetoric and style, principles of effective narration, description and exposition. Examples from literature.
3. Literary forms in
 - (1) Prose;
 - (2) Poetry. Discussion with examples.
4. Methods of teaching Literature with special reference to the higher classes in the High School.

C. History.—

1. The Nature and Scope of History.
2. The aims of teaching History:
 - (1) Knowledge and search for truth.
 - (2) Understanding the present in the light of the past.
 - (3) Development of civic and national consciousness.
 - (4) Development of international understanding and sympathy.
 - (5) Development of critical and ethical judgment.

3. Methods of Teaching History. Their comparative values and their suitability to different grades of schools :
 - (1) The Chronological Method.
 - (2) The Retrospective Method.
 - (3) The Concentric Method.
 - (4) The Biographical Method.
 - (5) The Source Method.
4. Teaching Appliances and their use.

D. Geography.—

1. The Nature and Scope of Geography.
2. The aims of teaching Geography :
 - (1) Knowledge of Man's physical and social environment. Regional Geography.
 - (2) Application of scientific knowledge to the explanation and understanding of natural phenomena. Rational Geography.
 - (3) Cultivation of geographical imagination and reasoning.
3. Methods of teaching geography and their suitability to different grades of schools :
 - (1) The Observational Method.
 - (2) The Descriptive Method.
 - (3) The Regional Method.
4. Teaching appliances and their use.

E. Mathematics—

1. Aims of Teaching Mathematics :
 - (1) Practical;
 - (2) Cultural;
 - (3) Social.
2. Place of Mathematics in Science.
3. The distinctive characteristics of the different branches of Mathematics.
4. Methods of Teaching :
 - (1) The Inductive and the Deductive.
 - (2) The Analytical.
 - (3) The Practical and the Graphic.
 - (4) The Heuristic.
5. Appropriateness of the different methods in different grades of schools.
6. The Beginnings of Algebra.
7. The place of definitions, axioms, postulates, etc., in the teaching of Geometry.
8. Methods of developing the concepts of Trigonometrical Ratios.

F. Science.—

1. The meaning of Science.
2. Aims of teaching Science :
 - (1) Practical;
 - (2) Cultural;
 - (3) Social.
3. Unity of Sciences.
4. Methods of Teaching.
 - (1) The Inductive and the Deductive Methods.
 - (2) The Heuristic Method.
 - (3) The Demonstration and the Laboratory Methods.
 - (4) The Topical Method.
5. Laboratory—its equipment and management.

BOOKS FOR STUDY.

General.—

1. Burton W.H. : The Nature and Direction of learning.
2. Reeves C.E. : Standards for High School Teaching.
3. Strayer G.O. : A Brief Course in the teaching process.
4. Hughes and Hughes : Learning and Teaching.

English (Compulsory).—

1. Thompson and Wyatt : The Teaching of English in India.
2. Ballard P.B. : Teaching of the Mother Tongue.

English (Optional).—

1. Jones D. : The Pronunciation of English.
2. Hudson W.H. : Introduction to the Study of English Literature.
3. Palmer H.E. : Principles of Language Teaching.

History.—

1. Johnson H.: The Teaching of History.
2. Keatinge M.W.: Studies in the Teaching of History.

Geography.—

1. Bamard H.: Principles and Practice of Geography Teaching.
2. Fairgriève J.: Geography in School.

Mathematics.—

1. Smith D.E.: Teaching of Elementary Mathematics.
2. Schultze A.: The Teaching of Mathematics in Secondary Schools.

Science —

1. Westaway F.W.: Science Teaching: What it was; What it is and What it might be.
2. Brown: Teaching of Science.
3. Rennies: Aims and Methods of Nature Study.

BOOKS FOR REFERENCE:

General.—

1. Board of Education: Hand-book of suggestions for Teachers.
2. Adams J.: The New Teaching.
3. Welton J.: Principles and Methods of Teaching.
4. Stormzand M. J.: Progressive Methods of Teaching.

English (Compulsory).—

1. Ballard P.B.: Thought and Language.
2. Ryburn W.M.: Suggestions for the Teaching of English in India.

English (Optional).—

1. Bradley: The making of English.
2. Saintsbury: A short history of English Literature.

History.—

1. Rushbrook Williams: Handling of Historical Material.
2. Happold F. C.: The Approach to History.

Geography.—

1. Dudley Stamp: How to Teach Geography in the Schools of India.
2. Macnee E. A.: Suggestions for the Teaching of Geography.

Mathematics.—

1. Nunn T. P.: The Teaching of Algebra.
2. Potter: The Teaching of Arithmetic.
3. Lanslaw: Teaching Mathematics.
4. Godfrey and Siddons: The Teaching of Elementary Mathematics.

Science.—

1. Preston C. E.: The High School Science Teacher and his work.
2. Cawthorne H. H.: Science in Education.
3. Smith and Hall: Teaching of Physics and Chemistry.
4. Von Wyss: The Teaching of Nature Study.

4. Comparative Study of Educational Systems:—

(i) Introductory.—

The aims of a national system of education. The remarkable growth of national systems in the 19th Century. Brief survey of Pre-British Education in India—Maktahs, Patasalas, Mutts and Madrasahs. History of British Education in India. The problem of a national system of education for India.

(ii) Educational Administration.—

Central and Local Control of education. Advantages and disadvantages.

England: (1) Central Control: The Board of Education. Its organization and function. The Inspectorate.

(2) Local Control: The Borough and County Councils. Education Committee—Their powers and responsibilities. Relation of central and local authorities.

United States of America: The Federal Agencies for Education. Decentralisation. Recent tendencies towards centralisation within each State. Local bodies in each State.

India: (1) Central Control: Centralisation of control within each Province. The Minister of Education. The Director of Public Instruction. The Inspectorate.

(2) Local control: District Boards and Municipalities—their powers and responsibilities.

(iii) Educational Organization.—

Diversity of practices in England. England more a political than a social democracy. Democratic system of education in the United States of America. The Common School. Tendencies in India.

General organisation of the School systems in England, U. S. A. and India.

(iv) Elementary Education.—

Aim, organisation, curriculum, staff, methods and tendencies of elementary education in England and U. S. A.

India: Problem of illiteracy and 'Educational Mortality'. Compulsory Education. Difficulties of enforcement. Present state of legislation and practice in various provinces.

(v) Post-Elementary Education.—

Post-Elementary Education different from Secondary Education.

England: The Senior Elementary Schools and the Central Schools.

U. S. A.: The Junior High School.

India: The present tendency of all elementary education leading to Secondary education. Senior Vernaculars and Higher Elementary Schools—Need for greater development.

(vi) Secondary Education.—

England: The Public Schools, Grammar Schools, Council Schools and Private Secondary Schools. Marked features of English Secondary Education.

U. S. A.: The Junior and Senior High Schools. Special features of American Secondary Education.

India: Present organisation of Secondary Education. Defects of grant-in-aid system. The problem of medium of instruction. Uniformity of type. Need for diversity of institutions. Introduction of vocational courses.

(vii) Vocational Education.—

England: Junior and Senior Technical Schools. The polytechnics.

U. S. A.: The Federal Board for Vocational Education. Part-time and full-time vocational schools. Senior High Schools. Technical Colleges.

India: The literacy and non-practical character of Indian education. Hartog Committee recommendations. Need for and problems of Vocational Education.

(viii) Women's Education.—

A brief survey of the development of educational facilities for women in England and U. S. A. together with the special features of women's education in those countries.

India: Problems of women's education. Modern Ideals of Indian womanhood. The problem of co-education, aim, organisation, curriculum and present tendencies in women's education.

(ix) Training of Teachers.—

England: Importance given to Teacher Training. The Training Colleges and the University Training Departments. Refresher courses.

U. S. A.: The Normal Schools and the Training Colleges of Universities. Summer courses.

India: The undergraduate and graduate training. Nature and period of training.

(x) Adult Education.—

Aim, contents, methods and organization of Adult Schools in England and U. S. A. The problem in India with special reference to methods of rapid literacy and propaganda regarding the value of education, Social and liberal nature of adult education.

(xi) Study of certain special features and problems to be prescribed year to year.—

(Folk High Schools of Denmark 1940-41.)

BOOKS FOR STUDY.

1. Kandel I. L.: Studies in Comparative Education.

BOOKS FOR CONSULTATION.

1. Mayhew A.: The Education of India.
2. Hartog Committee Report.
3. Year Books of the International Institute, Columbia University.
4. Ruman F. W.: New Education in Europe.
5. Begtrup, Lund and Manniche: The Folk High Schools of Denmark.
6. Yearbooks of Education (Lond.).
7. Anderson: Progress of Education in India 1927-32, Tenth Quinquennial Review.
8. The Quinquennial Reviews of Mysore.
9. The Decennial Survey of Mysore.

5. School Organisation and Management:—**A. The Social Aspect of School Life.**

The social life of the school. The problem of school discipline. Government and management of social life in school. Organisation and management of extra-curricular activities. Civic and moral instruction as a means of social adjustment. The problems of religious instruction, sex education as a factor in social adjustment. Extraneous motives to conduct—Reward and Punishment.

B. The Intellectual aspect of school life.

Classification and promotion of pupils. Co-education of boys and girls. Daily programmes of work. Appraisalment of work. School records and reports.

C. The Health aspect of school life.

Health instruction. Physical education. Healthful school conditions—school building, equipment, etc., Health service and supervision.

D. General.—

The headmaster and teacher in relation to school organization and management. School inspection and direction. The school, the home and the community.

BOOKS FOR STUDY.

1. Douglas H. R.: Organization and Administration of Secondary Schools.
2. Lyster R. A.: The Hygiene of the School.
3. Harris P. E.: Changing conceptions of School Discipline.

BOOKS FOR REFERENCE.

1. Otto H. J.: Elementary School Organisation and Administration.
2. Sears J. B.: Class-room Organisation and control.
3. Ryburn W. M.: Suggestions for the Organization of Schools in India.
4. Jonson F. W.: Administration and Supervision of the High School.
5. Marshall F. J. C. & Rees W. R.: Physical Education in Boys' Schools.
6. Board of Education: Handbook of Suggestions for Teachers (revised edn.)
7. Dewey J.: Moral Principles in Education.
8. Ballard P. B.: The Changing School.
9. Association for Education in Citizenship: Education for Citizenship in Secondary Schools.
10. Bigelow M. A.: Sex Education.

N. B.—If this syllabus is approved, necessary changes shall have to be made in the ordinance, referring to the courses and scheme of examination and the titles of the different papers.
The third paper will be 'Methods'.
The fifth paper will be 'School organization and Management'.
The subjects for the third and fifth papers will be:—'Methods and School Organization and Management' instead of 'Methods of teaching particular subject' and 'Class-room Technique and School Organization'.

No. 16068, dated 14th December 1939.

The time-table in respect of the three papers in Politics for the B.A. and B.A. (Honours) Degree Examination—Preliminary, 1940, published in this office Notification No 12763, dated the 7th November 1939, on pages 2076, 2077 and 2078, Part III-2 of the *Mysore Gazette*, dated the 23rd November 1939, is amended as under:—

Dates	Hours	Subjects
	<i>For</i>	
Friday, 1st March 1940	10 A.M.—1 P.M. 2 P.M.—5 P.M.	Politics: Comparative Politics Politics: Political Theory
Saturday, 2nd March 1940	10 A.M.—1 P.M.	Politics: Public Administration
	<i>Substitute.</i>	
Monday, 4th March 1940	10 A.M.—1 P.M. 2 P.M.—5 P.M.	Politics: Comparative Politics Politics: Political Theory
Tuesday, 5th March 1940	10 A.M.—1 P.M.	Politics: Public Administration

Notification No. 16559, dated 18th December 1939.

It is hereby notified that the Master's Degree Examination in Arts and Science of 1940 will be held in accordance with the following time-table:—

Date	Time	Paper
Monday, 24th June 1940	11 A.M. to 2 P.M.	Paper I
Tuesday, 25th do	Do	Paper II
Wednesday, 26th do	Do	Paper III
Thursday, 27th do	Do	Paper IV
Saturday, 27th July 1940	11 A.M.	Viva voce

The examinations for the M.A. Degree will be held in the Maharaja's College, Mysore and those for the M.Sc. Degree in the Central College, Bangalore.

The *viva voce* examination may be continued, if necessary, on Sunday, the 28th July 1940.

Applications for the examinations should be sent through the Principals of the Colleges concerned. Forms of application can be had from the Principals. They will not be supplied to candidates by the University Office.

The last date for the receipt of applications will be fixed and notified by the Principal of the College concerned.

Candidates who are offering theses should submit the theses to the Principal of the College concerned on a date to be specified such that all the theses may be sent to the University Office so as to reach on or before the 20th June 1940. Attention is invited to the following instructions regarding the submission of theses and their publication.

A. Submission of Thesis.

1. The thesis shall be sent in a sealed cover on or before the prescribed date and shall be submitted in duplicate written in hand, in ink, typed or printed. Notes, drawings, maps and other appendices referred to in the thesis shall also be submitted in duplicate.

2. The thesis shall embody the results of research or investigation carried out by the candidate.

3. It shall be accompanied by a statement indicating the sources from which the candidate has derived information or guidance for the work and extent to which he has availed himself of the work of others and the portions of the thesis which he claims as original.

4. It shall be accompanied by a declaration to the effect that the thesis is not substantially the same as any that has already been submitted for a degree in this or any other University.

5. It shall be accompanied by a report from the Professor of the University under whom the work of the candidate was conducted.

Note.—(i) A candidate for the M. A. or M.Sc. Degree may offer as part of his thesis results of work completed by him and published before the year of study for the degree and he shall also be permitted to publish the result of the work done by him during the year before the thesis is submitted to the University.

(ii) A candidate offering a thesis for the examination for the Master's Degree not successful in the examination and offering an amended or amplified thesis at a subsequent examination shall furnish with the thesis a note indicating the amendments or the extent of the amplification or both; and in addition a certificate to the effect that the thesis has not been submitted for a degree in any other University either in its original or in its amended or amplified form.

B. Publication.

1. The thesis shall be considered the property of the University.

2. The University shall have the right to publish any thesis in such manner as it deems fit.

3. The permission of the University Council shall be obtained in each case for publishing it.

4. The University may suggest any modification in regard to the thesis which should be effected before permission is granted for publishing it.

5. In publishing a thesis, it shall be mentioned that the thesis was offered for the Master's Degree of this University.

Notification No. 16526, dated 18th December 1939.

The following amendments of ordinances 34 and 40 (pages 49 and 54 of Vol. I of the Calendar for 1938-39) are notified for information :—

Ordinance 34.

Under A—Professional Courses

For M.B.B.S. Degree Course	... Rs. 200 per year.
<i>Substitute.</i> —M.B.B.S. Degree, whole	... Rs. 200 a year (payable in four equal instalments).
M.B.B.S. Degree, for a six months' course for the Final M.B.B.S. Examination in respect of a failed candidate.	Rs. 100 (payable in two equal instalments in January and March).
Similarly, under the proviso, <i>substitute</i> the following :—	
M.B.B.S. Degree, whole	... Rs. 300 a year (payable in four equal instalments).
M.B.B.S. Degree, for a six months' course for the Final M.B.B.S. Examination in respect of a failed candidate.	Rs. 150 (payable in two equal instalments in January and March).

Ordinance 40.

Substitute the following for item 3 (a).

Sports and Reading Room fees for the pre-medical class and for the Final M.B.B.S. repeat course of six months' duration. Rs. 4 for the course.

(General Secretary's letter No. E. 1997—Uni. 117-39-12, dated the 11th December 1939.)

Notification No. 16534, dated 18th December 1939.

Statute 23 (i), page 28 of Vol. I of the Calendar for 1938-39, is amended as under :—

23 (i)—The Academic Council shall meet twice a year, *viz.*, in July and in December, on dates to be fixed by the Vice-Chancellor, and at other times when convened by the Vice-Chancellor.

General Secretary's letter No. E. 1995—Uni. 117-39-13, dated the 11th December 1939.)

By Order,
V. GOPALASWAMI AIENGAR,
Registrar.

GOVERNMENT SCHOOL OF ENGINEERING, BANGALORE.*Notification No. 1748, dated 13—14th December 1939.*

In continuation of the School Notification No. 1453-54, dated 18th November 1939, fixing 15th January 1940, as the last date for receipt of applications for the Diploma and Certificate Examinations of 1940, it is hereby notified that all applications must necessarily be accompanied by Treasury Receipts (Challans) in token of payment of the Examination Fees.

Notification No. 1750, dated 13—14th December 1939.

In future the Technical Examinations of the School of Engineering, Bangalore, will be called as under :—

Higher Grade Mechanical and Electrical.—

1. Examination for Diploma in Engineering.

Lower Grade Mechanical, Electrical and Civil.—

2. Examination for Certificate in Engineering.

M. K. GOVINDA PILLAI,
Superintendent.